Lesson 5

Essential questions: How do we connect with kids and their parents? How do we learn to see them as they see themselves?

Kyle introduces essential questions, noting that these questions will carry us through the next three weeks, as we consider a series of articles on the hopes and perceptions of immigrant children and their parents, and then consider how we use such observational knowledge to improve our teaching. (2 minutes)

Kyle previews next week’s reading. To prepare for the reading, Laura’s workshop will make a T-chart about Elisa, Kyle’s will make a T-chart about Lillian. The two sides of the T chart are protective factors/risk factors (show example from Cruz article). (2 minutes)

Laura informs students that we will start class today with a fun and simple activity from Pike and Selby, p. 156. Students take out a piece of paper. Laura reads them the questions, and students write down their answer (are you more like a dog or a cat . . . ). Students pair off, and are asked to predict what the other person said for each item based on their knowledge of that person. Give students about 10 minutes to do this, and then ask pairs to discuss in what ways self perception differs from the perception of others. Discuss as whole group: As a classroom teacher, what matters more: How we (teachers) perceive students, how peers perceive students, or how students perceive themselves? (25 minutes)

Kyle continues by asking students what they remember of the work of John Ogbu, which they read in TE 250. If they need help, Kyle can ask them about the difference between voluntary and involuntary immigrants, and allow them to TPS. Work toward a review of the overlap between motivation, perception and identity in Ogbu’s work. (20 minutes)

Laura numbers students off by 12 to form groups of 3. Students move to their groups of three and discuss the story they wrote before reading the article, their summary of the four groups’ narratives (white US, Mexican, second generation Mexican-American, first generation Mexican immigrant), and what they took away from this reading. (20 minutes)

BREAK

Students return to groups. Kyle shares Cruz regression chart (Table 3), and helps students to interpret. Then Kyle leads whole class discussion on what they take away from the Orozco readings and the Cruz statistics, and what its implications are for us as global educators. Students can brainstorm or discuss as whole group the specific actions that need to be taken for first generation versus second generation generally speaking. (45 minutes)

Laura shares final quote with students, summarizes the discussion and dismisses to workshop.

Introduce activity exercise in large group. Workshop, introduce activity versus teaching exercise. Each student should find an activity for their level and favored subject matter (early childhood/early el/upper el/middle school/high school/special ed). This activity should build upon the insight that many students will be better motivated in a climate of interdependence and cooperation. Students will be in groups of four, and over the next two weeks, will get to lead their group through their activity (two per week).

Summary points from the Orozcos’ study:

* White: frustration, conflict with parents
* Mexican: hope and self-motivated success, with help from parents, to overcome obstacles
* Immigrant: sad, but motivated and hopeful, achieves small successes with help from teacher or friend
* Second generation: success through positive interdependence, though failure looms large as a fear and quitting as a distinct possibility

White narratives about freedom from family, Mexican about success so as to give back to family. Achievement flourishes in an atmosphere of cooperation, affiliation and dependence.

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Discuss the story you wrote before reading the article, and then summarize the four groups’ narratives.

Typically, immigrants endure their affective losses by concentrating on the material gains to be made by exploiting the new opportunities in a host country. Members of the second generation, on the other hand, do not measure their current state in terms of life back in Mexico, Rather, they use as their standard the ideals and expectations of the majority society. Using this standard, many Mexican Americans may fall short of their aspirations. Racism, disparagement, and lack of equal opportunity may compromise the faith of at-risk youths and reduce their ability to succeed. These may well be among the reasons for the disturbingly high dropout rates among second- and third-generation Mexican American youths.

Carola and Marcelo Suárez-Orozco, pp. 180-181